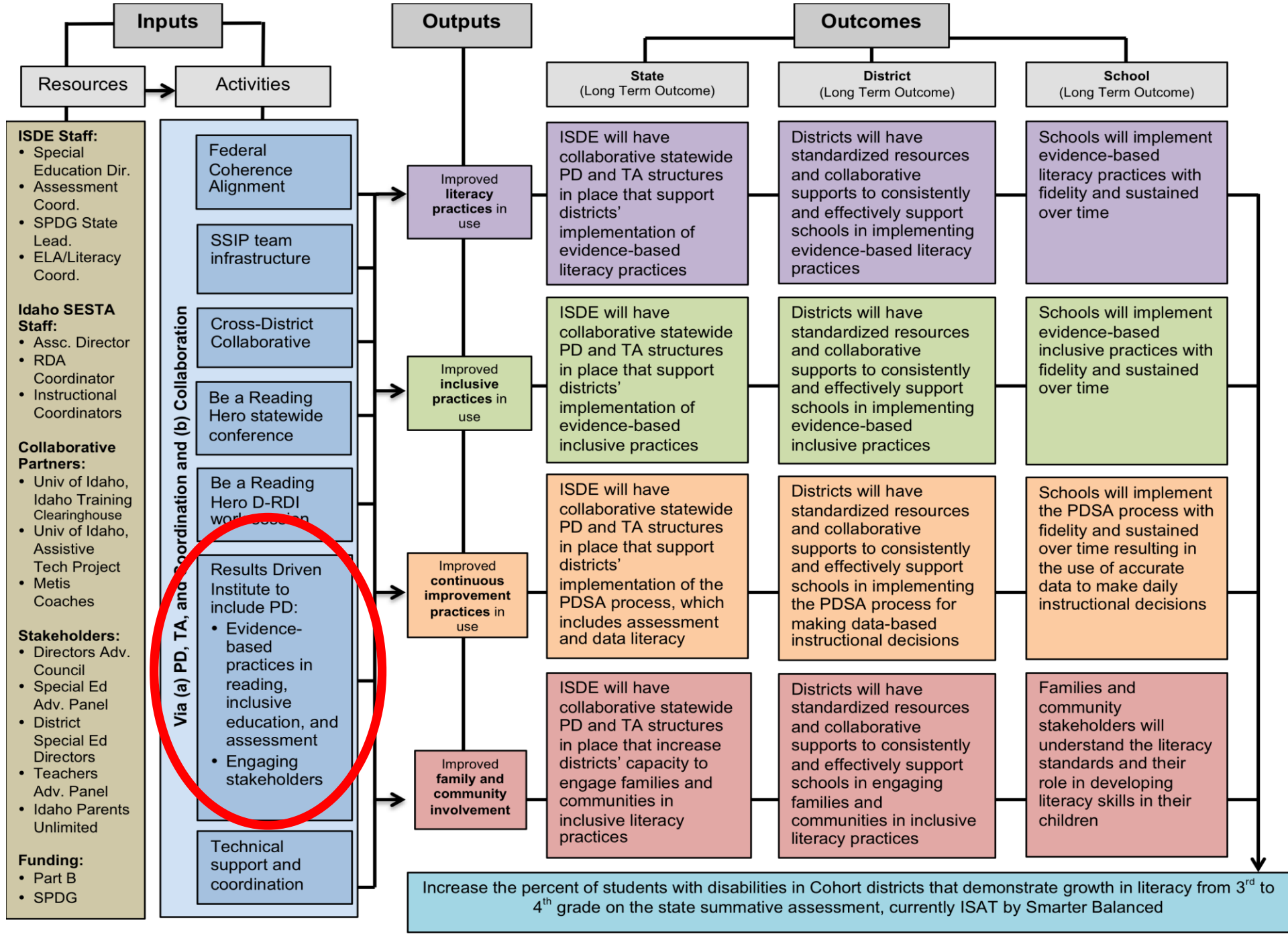
November 2016

Next steps

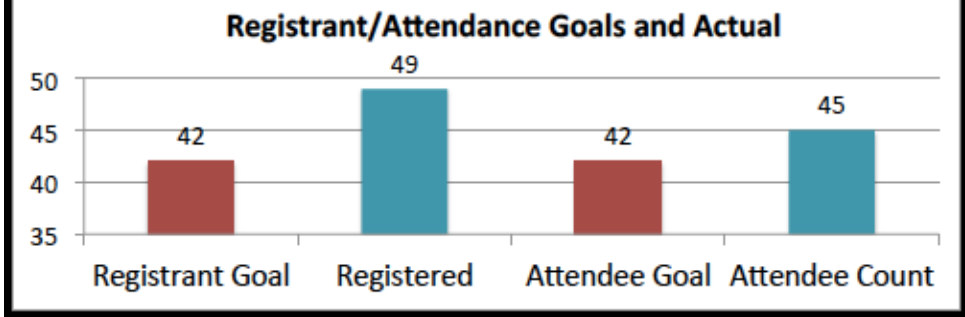
RDA

Results Driven Accountability

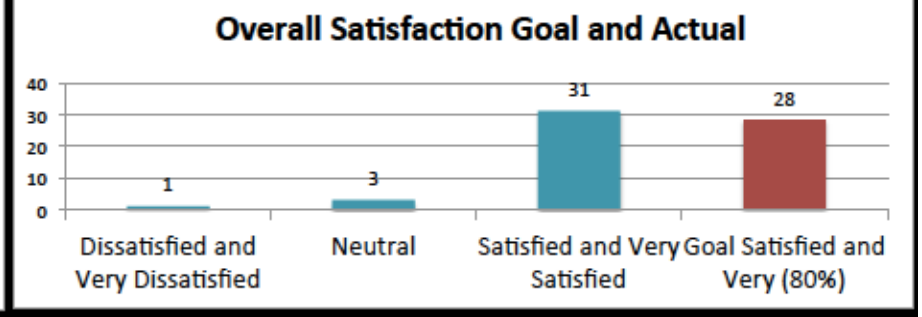
Improving results for students with disabilities


Inputs
Outputs
Outcomes
Resources
Activities
State (Long Term Outcome)
District (Long Term Outcome)
School (Long Term Outcome)
ISDE Staff:
• Special Education Dir.
• Assessment Coord.
• SPDG State Lead.
• ELA/Literacy Coord.
Idaho SESTA Staff:
• Assc. Director
• RDA Coordinator
• Instructional Coordinators
Collaborative Partners:
• Univ of Idaho, Idaho Training Clearinghouse
• Univ of Idaho, Assistive Tech Project
• Metis Coaches
Stakeholders:
• Directors Adv. Council
• Special Ed Adv. Panel
• District Special Ed Directors
• Teachers Adv. Panel
• Idaho Parents Unlimited
Funding:
• Part B
• SPDG
Via (a) PD, TA, and (b) Coordination and (b) Collaboration
Federal Coherence Alignment
SSIP team infrastructure
Cross-District Collaborative
Be a Reading Hero statewide conference
Be a Reading Hero D-RDI
Results Driven Institute to include PD:
• Evidence-based practices in reading, inclusive education, and assessment
• Engaging stakeholders
Technical support and coordination
Improved literacy practices in use
Improved inclusive practices in use
Improved continuous improvement practices in use
Improved family and community involvement
ISDE will have collaborative statewide PD and TA structures in place that support districts' implementation of evidence-based literacy practices
Districts will have standardized resources and collaborative supports to consistently and effectively support schools in implementing evidence-based literacy practices
Schools will implement evidence-based literacy practices with fidelity and sustained over time
ISDE will have collaborative statewide PD and TA structures in place that support districts' implementation of evidence-based inclusive practices
Districts will have standardized resources and collaborative supports to consistently and effectively support schools in implementing evidence-based inclusive practices
Schools will implement evidence-based inclusive practices with fidelity and sustained over time
ISDE will have collaborative statewide PD and TA structures in place that support districts' implementation of the PDSA process, which includes assessment and data literacy
Districts will have standardized resources and collaborative supports to consistently and effectively support schools in implementing the PDSA process for making data-based instructional decisions
Schools will implement the PDSA process with fidelity and sustained over time resulting in the use of accurate data to make daily instructional decisions
ISDE will have collaborative statewide PD and TA structures in place that increase districts' capacity to engage families and communities in inclusive literacy practices
Districts will have standardized resources and collaborative supports to consistently and effectively support schools in engaging families and communities in inclusive literacy practices
Families and community stakeholders will understand the literacy standards and their role in developing literacy skills in their children
Increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced

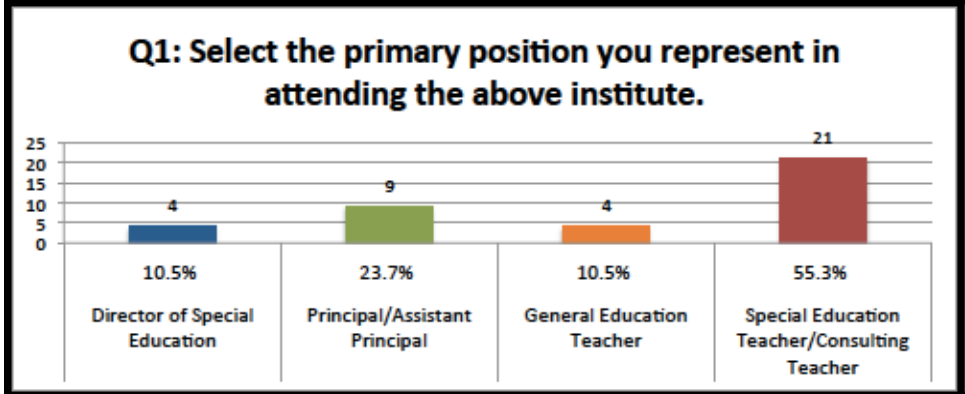
Fall Institute Demographics



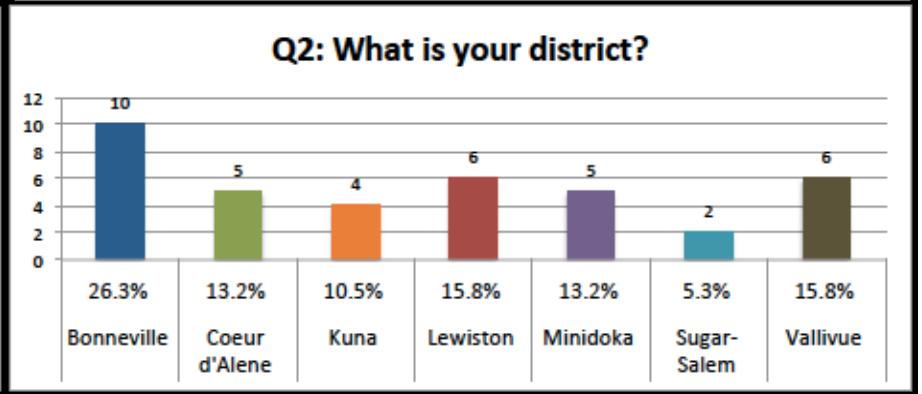
Registrant and Attendee data *indicate goals were met and surpassed. (Goals were determined at calculating 6 attendees per district x 7 districts).*



Overall satisfaction data indicate 89% were satisfied/very satisfied, exceeding the goal of 80%.



Q1 data *indicate teams included various roles, as was required in cohort team definition (includes all responses).*

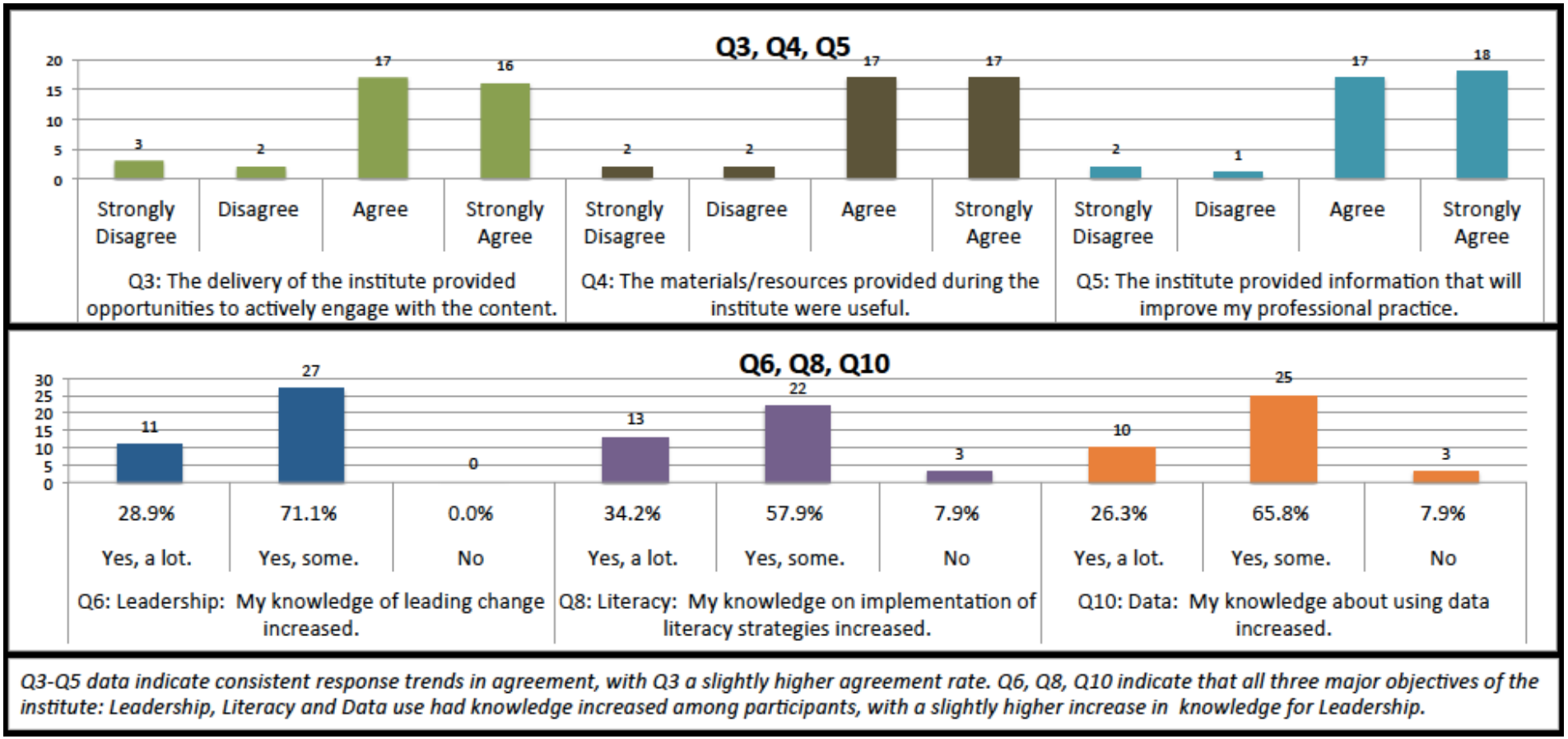


Q2 data *indicate all cohort districts (7/7, 100%) participated with a minimum of 2 participants per district met by all district team (includes all responses).*

Fall Institute: Whole Group

- Presentations and Break out sessions on
  - Leading Change
  - Understanding Idaho's Comprehensive Literacy Plan
  - Using data at the district and school level

Fall Institute Knowledge



Q3-Q5 data indicate consistent response trends in agreement, with Q3 a slightly higher agreement rate. Q6, Q8, Q10 indicate that all three major objectives of the institute: Leadership, Literacy and Data use had knowledge increased among participants, with a slightly higher increase in knowledge for Leadership.

Fall Institute: District Team

- Work with district team to prioritize
  - Improved Literacy Practices Checklist
  - Improved Data Practices checklists

- Complete the Fidelity of Implementation Rubric

Fidelity of Implementation Rubric

- Leadership
- Fidelity in Planning
- Collaboration
- Literacy
- Inclusive Practices
- Continuous Improvement
- Family and Community

Exploration	Installation	Initial Implementation	Full Implementation

Fidelity of Implementation Rubric

- Leadership
- Fidelity in Planning
- Collaboration
- Literacy
- Inclusive Practices
- Continuous Improvement
- Family and Community

Exploration	Installation	Initial Implementation	Full Implementation

Cohort

Identify Resources (Literacy and Data)

- State Department of Education
  - ELA Literacy Division
  - Special Education Coordinators
  - Assessment Department
- SESTA
- State Personnel Development Grant
- OSEP-supported online resources

Fidelity of Implementation Rubric

- Leadership
- Fidelity in Planning
- Collaboration
- Literacy
- Inclusive Practices
- Continuous Improvement
- Family and Community

Exploration	Installation	Initial Implementation	Full Implementation

SEAP

SEAP Workgroup Activity:
Going Undercover…..

Contracted to visit Elementary School, [illegible] as a parent of potential new student

Listen and Look for the IDEAL inclusive practices:

- You can talk to anyone (principal, supt., lunch room monitor, teacher)
- You can walk anywhere (classrooms, office, gym)
- What would staff SAY and DO in a perfect school?

September Meeting

Activity: Create a Resource

- School Culture Communicated
- Professional Development – Inclusion Practices
- Professional Development – Specific Strategies
- Inclusive Supports for Students with Disabilities

Activity: Create a Resource

- Record on worksheet or any format that works
- Identify resources we might use:
  - Websites/books/resources
  - People who have expertise
  - Trainings we might leverage for information
  - Sites that have exemplary programs/practices
  - YOUR expertise – are you willing to work on development, be part of modules?

Help Us Improve

Complete a short 4-Questions survey on:

1. Invisible Disabilities Training (Idaho SESTA staff) – 1 question.
2. State Systemic Improvement Update and Workgroup session – 3 questions.

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION